

# MRS. SPIELMANN'S 2ND GRA

## Lesson Plans for Week of Sept.29- (

	DOL,Flag, Attendance	Specials
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
	Flag Pledge, Lunch Count,	8:45- 9:15 -P.E.
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art
O	Spelling: long vowels, i, ie, igh	
N	Challenge words in dict. Sentence	
D	Phonics Charts-# 13-14 titled:	
A	Soccer Feet; Night Game	
Y	Flash Card Drill of Sight Words	
	Daily Oral Language	
	Character Education Word:	
	Respect	
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library
E	Spelling:r-controlled vowels (ar)	
S	Challenge words in dict. Sentence	
D	Phonics Chart - #17-18 Titled:	
A	Bat Habits; Night Creature	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Respect	
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art
N	Spelling:r-controlled vowels (ar)	
E	Challenge words in dict. Sentence	
S	Phonics Chart -# 17-18 titled:	
D	Bat Habits; Night Creature	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Respect	
	<u>8:30-8:45</u>	<u>8:40-9:45</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
H	Attendance, Daily Oral Lang.	9:20-9:50- Mr.Murphy/Counseling
U	Spelling-r-controlled vowels (ar)	
R	Challenge words in dict. Sentence	
S	Phonics Chart # 17-18 Titled:	
D	Bat Habits; Night Creature	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Respect	
	8:30-8:45	8:40-9:45
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.

F	Attendance, Daily Oral Lang.	9:20-9:20 - Art
R	<a href="#">Spelling:r-controlled vowels (ar)</a>	
I	<a href="#">Challenge words in dict. Sentence</a>	
D	<a href="#">Phonics Chart -#17-18 Titled:</a>	
A	<a href="#">Bat Habits; Night Creature</a>	
Y	<a href="#">Flash Card Drill of Sight Words</a>	
	<b>Character Education word:</b>	
	Respect	
		<b><u>CURRICULUM OBJECTIVES:</u></b>
	<b><u>Math Objective:</u></b> Students will learn how to add and subtract	addition and subtraction story problems
	<b><u>Shared Reading Objective:</u></b>	: Use appropriate listening skills, as well as
	<b><u>Spelling Objectives -</u></b>	long vowels i ie, igh, inflections ed, ing
	<b><u>Oral Language Objective:</u></b> Practice Speaking and listening skills.	
	<b><u>Science Objective:</u></b> Students will understand how animals live in the Woodland Forest	
	<b><u>SuccessMaker Objective:</u></b> Use targeted practice and interventions on the computer	
	<b><u>Guided Reading Objective:</u></b> Find author's message in a story; describe how story is told	
	<b><u>Explicit Oral Language Objective:</u></b> Oral reading and discussion using poetry	
	<b><u>Weekly Reader Objective:</u></b> students will learn about animals that are nocturnal	
	<b><u>Social Studies -</u></b> Students will learn about how to read a map and find locations	
		<b><u>STATE STANDARDS:</u></b>
	<b><u>Reading Standards: Indicator 1-</u></b>	Students can recognize & analyze words and sentences
	<b><u>Writing Standards: Indicator 1:</u></b>	Students can apply the writing process to produce clear, coherent writing
	<b><u>Listening and Viewing Standards: Indicator 1:</u></b>	Students are able to use various media to communicate
	<b><u>Math Standards: Indicator 1:</u></b>	Use procedures to transform algebraic expressions
	<b><u>Science Standards: Indicator 1:</u></b>	Understand the nature and origin of scientific knowledge
	<b><u>Social Studies Standards: Indicator 1:</u></b>	Analyze U.S. historical eras to determine their significance
	<b><u>Technology Standards: Indicator 1:</u></b>	Students recognize & demonstrate skills in using technology
		<b><u>COMMON CORE STANDARDS:</u></b>
	<b><u>Language Arts:</u></b>	Ask who, what, where, when, why, and how
	<b><u>Mathematics:</u></b>	Extend understanding of base ten systems
	<b><u>Reading</u></b>	Ask who, what, where, when, why, and how
	<b><u>Writing:</u></b>	Write Opinion pieces in which they introduce an issue or topic
	<b><u>Speaking and Listening:</u></b>	Participate in collaborative conversations with diverse partners
	<b><u>Language Arts:</u></b>	Participate in collaborative conversations with diverse partners
	<b><u>Math</u></b>	Make sense of problems and work on them persistently
	<b><u>Technology Standards:</u></b>	Select from several teacher-directed instructional strategies
	<b><u>Social Studies Standards:</u></b>	Analyze U.S. Historical eras to determine their significance
	<b><u>Science Standards</u></b>	Make a timeline to indicate the life cycle of an organism

GRADE

Oct. 3, 2014

<u>Guided Reading</u>	<u>Poetry / Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	11:30-11:35	11:35-11:50	12:05-12:35
Guided Reading & Conferencing	Explicit Oral		
Oral & Silent Rdg: <b>Nancy Lopez;</b>	Language		
<b>Michael Jordan</b>	on various		
Students will review information	current		
on KWL; finish a story map;	topics .		
Genre study & Guided Rdg. Group	Read Aloud		
<b>Daily 5: Read to Self, Read to</b>	Poems with		
<b>Someone, Listen to Reading, Word</b>	Skill Building		
<b>Works, Work on Writing</b>	Lessons.		
<b>CAFE components</b>			
<u>10:00-11:30</u>	<u>Poetry/Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
Guided Reading & Conferencing	11:30-11:35	11:35-11:50	12:05-12:35
Oral & Silent Rdg: <b>Pele</b>			
<b>Let's Play Sports</b>	Character		
Story Plot, major and minor	Education		
characters; settings, sequence	activities on		
events, predict author's message	using Respect		
<b>Daily 5: Read to Self, Read to</b>	and being respect.		
<b>Someone, Listen to Reading, Word</b>	Read Aloud		
<b>Works, Work on Writing; CAFE Comp.</b>	Poems		
<u>10:00-11:30</u>	<u>Poetry/Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
Guided Reading & Oral Rdg.	11:30-11:35	11:35-11:50	12:05-12:35
<b>Winners Never Quit; Duck on a Bike</b>	Explicit Oral		
Events, predict author's message	Language		
the narrative & intended audience	on various		
Describe how setting is	current		
conveyed & similarities. <b>Daily 5: Read</b>	topics. Read		
<b>to Self; Read to Someone, Listen</b>	Aloud Poems		
<b>to Reading, Word Works, Work on</b>	With Skill		
<b>Writing; CAFE Components</b>	Bldg. Lessons		
<u>10:00-11:30</u>	<u>Character Ed.</u>	<u>Recess</u>	<u>Lunch</u>
Oral & Silent Reading:	11:30-11:35	11:35-11:50	12:05-12:35
<b>Cradle In the Trees; Treasure Map</b>			
Write about how to compare	Students will be		
this story to another story. Discuss	learning		
the author's message of the story.	about ways		
<b>Daily 5: Read to Self, Read to</b>	to be respectful		
<b>Someone, Listen to Reading, Word</b>	Read		
<b>Works, Work on Writing</b>	Aloud Poems		
<b>CAFE components</b>	with Skill Bldg.		
<u>10:00-11:30</u>	<u>Character Ed.</u>	<u>Recess</u>	<u>Lunch</u>
Oral & Silent Reading of:	11:00-11:15	11:35-11:50	12:05-12:35

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<b>SSR Time/ Silent Reading</b>	<b>IXL Computer Class</b>
<b><u>12:35-12:55</u></b>	<b><u>12:55-1:15</u></b>
	Self-paced interactive
	courseware in
	content areas of reading
	and math in the computer
	lab. at each students' individual
	level.
<b>SSR Time/ Silent Reading</b>	<b>IXL Computer Class</b>
<b>12:35-12:55</b>	
	<b>12:55-1:15</b>
	Self-paced interactive
	courseware in
	content areas of reading
	and math in the computer
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<b>SSR Time/ Silent Reading</b>	<b>IXL Computer Class</b>
<b>12:35-12:55</b>	<b>12:55-1:15</b>
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<b>SSR Time/ Silent Reading</b>	<b>IXL Computer Class</b>
<b>12:35-12:55</b>	<b>12:55-1:15</b>

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<b><u>Math</u></b>	<b><u>Poetry</u></b>	<b><u>Recess</u></b>	<b><u>Creative Writiing</u></b>
<b>1:15-2:00</b>	<b>1:55-2:00</b>	<b>2:00-2:15</b>	<b>2:15-2:30</b>
Pg.129-130 Students will be learning about addition strategies and daily reasoning. Promethean	Oral reading and discuss. of explicit		Students will be composing
Practice.5students will solve problems from words	oral language using poetry books.		various stories to enhance
<b>Problem of the Day.</b>			the importance
<b>Mad Minute Tests; CGI Problems</b>	Moral		of learning
<b>Flash card drill of add. Facts</b>	instructions		various writing
<b>Students will use algebra concepts to solve equations.</b>			skills aligned to
			Common Core Stand
<b><u>Math</u></b>	<b><u>Poetry</u></b>	<b><u>Recess</u></b>	<b><u>Creative Writiing</u></b>
<b>1:15-2:00</b>	<b>1:55-2:00</b>	<b>2:00-2:15</b>	<b>2:15-2:30</b>
Pg.131-132. Student will be working with add. & sub. story pro	Students will read		Students will be composing
Practice Enrichment:Promethean	and		various stories
	understand		in accordance
<b>Problem of the Day. Mad</b>	various		with Common
<b>Minute Tests. Flash card drill</b>	forms of		Core Standards.
<b>of addition facts. CGI Solve</b>	poetry.		
<b>everyday problems in math.</b>			
<b><u>Math</u></b>	<b><u>Poetry</u></b>	<b><u>Recess</u></b>	<b><u>Creative Writiing</u></b>
<b>1:15-2:00</b>	<b>1:55-2:00</b>	<b>2:00-2:15</b>	<b><u>Students will be</u></b>
Pg.133-134 Students will be learning about doubles & +one	Oral reading and discuss.		Students will be composing
reteach with practice.	of explicit		<b><u>various stories</u></b>
and problem solving. <b>Problem</b>	oral language		in accordance
<b>of the Day. Mad Minute Tests.</b>	using poetry		with Common
<b>Flash card drill of addi. Facts.</b>	books.		Core Standards.
<b>Students will understand</b>			
<b>place value. CGI problems</b>			
<b><u>Math</u></b>	<b><u>Poetry</u></b>	<b><u>Recess</u></b>	<b><u>Creative Writiing</u></b>
<b>1:15-2:00</b>	<b>1:55-2:00</b>	<b>2:00-2:15</b>	
Pg. 135-136. Students will be working with making a ten	Students will read		Students will be composing
problem solving & daily reasoning	and		various stories
Promethean practice of concept.	understand		in accordance
Problem of the Day.	various		with Common
<b>Mad Minute Tests. CGI Problems</b>	forms of		Core Standards.
<b>Flash card drill of add. facts.</b>	poetry.		
<b>Using problem solving skills</b>			
<b><u>Math</u></b>	<b><u>Poetry</u></b>	<b><u>Recess</u></b>	<b><u>Creative Writiing</u></b>
<b>1:15-2:00</b>	<b>1:55-2:00</b>	<b>2:00-2:15</b>	<b><u>Students will be</u></b>

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<b><u>RTI</u></b>	<b><u>Science/S.Studies</u></b>	
<b><u>2:30-3:00</u></b>	<b><u>Weekly Reader/JA</u></b>	
(Response to Intervention)	3:00-3:25	
	Science-pg.A42-A50	
Students will	Students will be	
learning about	learning about how	
working on comprehension	life is in a Woodland	
and fluency.	Forest	
	<u>Weekly Reader-</u>	
	We will be learning about	
	autumn in our community.	
	<a href="#"><u>Dismiss - 3:30</u></a>	
<b><u>RTI</u></b>	<b><u>Social Studies - Pg 66-69</u></b>	
<b><u>2:30-3:00</u></b>	<b><u>3:00-3:25</u></b>	
(Response to Intervention)	Students will learn	
	about the functions	
Students will work	of a government.	
on learning how to	Students will create	
use dictionaries and	a word web about	
a thesaurus	government ideas.	
	<a href="#"><u>Dismiss - 3:30</u></a>	
<b><u>RTI</u></b>	<b><u>Weekly Reader- 3:00-3:25</u></b>	
<b><u>2:30-3:00</u></b>		
(Response to Intervention)	Students will learn about	
	what animals are	
Students will be	awake after dark.	
learning how to look	Use Promethean Board	
up words in a glossary.	for learning about	
	animal habitats and	
	interactive flip charts.	
	<a href="#"><u>Dismiss - 3:30</u></a>	
<b><u>RTI</u></b>	<b><u>Weekly Reader - 3:00-3:25</u></b>	
<b><u>2:30-3:00</u></b>	Students will make	
(Response to Intervention)	posters in small groups	
	depicting all kinds	
	of life cycles.	
Students will be		
looking up information	We will find various	
in an encyclopedia.	life cycles on the	
	Promethean Board	
	<a href="#"><u>Dismiss - 3:30</u></a>	
<b><u>RTI</u></b>	<b><u>Weekly Reader-3:00-3:25</u></b>	
<b><u>2:30-3:00</u></b>	Students will be learning	

(Response to Intervention)	about the life cycle of
	plants and various
Students will be	animals. Students will work
performing a	in groups to work together.
Reader's Theater	The students will
for the class.	then share their findings
	to the class.
	<u><a href="#">Dismiss - 3:30</a></u>